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ABSTRACT

This paper provides a literature review, staff development information, and a guidebook for elementary administrators and educators that explains the academic benefits of Transitional Bilingual Education (TBE) for prekindergarten through fifth grade students. TBE allows limited English speaking students to learn a second language while being taught in their first language. The first section review related literature, discussing bilingual education versus English immersion; TBE; language proficiency assessment of limited English proficiency (LEP) students; academic assessment of LEP students; and administrative support for the bilingual program. The second section focuses on the need to establish guidelines to which bilingual education staff will adhere. The third section concludes that the effectiveness of TBE programs ultimately comes with the success of the students. This requires qualified, trained teachers and support staff. An appendix, which comprises the bulk of this document, presents information on TBE training programs. (Contains 70 references.) (SM)

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ACADEMIC BENEFITS OF TRANSITIONAL BILINGUAL EDUCATION: A LITERARY REVIEW, STAFF DEVELOPMENT, AND GUIDEBOOK FOR ELEMENTARY ADMINISTRATORS AND EDUCATORS

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INTRODUCTION

Appropriate communication, both verbal and nonverbal, is the key to success in the workplace and society in general, as well as throughout the educational process (Tirado, 1993). According to Meier one must first be able to comprehend before communicating in a verbal or written response.[1] Once in school, however, children whose native language is different from the norm may struggle to communicate successfully. Bilingual education, for example, which aims to teach academics in the native language while adding English slowly to the curriculum, appears to bridge the communication gap (Rothstein, 1998).

Bilingual education has been used in both private and public schools for over one hundred years (Toth, 1998). However, the controversy over its effectiveness has become more prevalent in the last 20 years. Many states have abolished bilingual education while proclaiming the benefits of English immersion (Moore, 1998). On the other hand, many states and school districts have increased the bilingual instruction of Limited English Proficient (LEP) students, trying to improve the education of all children (Krashen, 1999;

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Schroeder, 1998). Various bilingual curriculums have been applied, with the most successful being Transitional Bilingual Education (TBE) (Bruce, Lara-Alecio, Parker, & Hasbrouck, 1997; Gonzales & Maez, 1995; Thiel, 1996).

The most prevalent bilingual education program in schools of the 1990s is TBE. If the key to success is understanding and ultimately communication, then it can be accepted that overcoming any obstacle to communication must be priority (Bruce et al.,1997; Lockwood, 1996). TBE is a hurdle over that obstacle by increasing students' success with their native language (Bruce et al., 1997; Lara, 1986). The positive effect of TBE in the students' native language instruction, combined with learning a second language in a non-threatening fashion, appears to overcome the communication obstacle in schools (Verde-Rivas, 1998).

Administrators and educators in quality schools all across the nation proclaim the belief that all children can learn. Effective school correlates point to student success and high expectations (Hector & Perez, 1995). Historically, however, bilingual students have struggled to meet these expectations. Native language instruction is vital to their literacy acquisition in a second language (Delucca, 1998). When this is not done, it can lead to obstacles in the LEP students' literacy. TBE allows these students to learn a second language while being

taught content in their primary language (DeJong, 1996; Streisand, 1997). Students who are successful using their native language, such as Spanish, will ultimately transition into English more readily (Fashola, Slavin, & Calderon, 1997; Garcia, 1991). If literacy is the ultimate goal, then TBE is a short cut to English literacy. It is easier for the LEP student to read if he or she understands the language. This ability to read in Spanish will ease the transition into reading English (Goodman, 1982; Krashen, 1999; Smith, 1994).

Education for all children ensures their economic success in our society. We, as educators and administrators, must present our students with a fair chance to succeed both in school and in society (Fashola et al., 1997). Administrators must have knowledge of TBE and be prepared to set a curriculum in place to ensure an effective program (Texas Educational Agency, 1990). Thus, it would be timely, appropriate, and helpful to develop and provide extensive staff development with the concept of TBE and how it can be successfully implemented.

STATEMENT OF PURPOSE

Since there has been no clear agreement on what is required by law or individual states, it is imperative that individual school

districts and campuses set forth guidelines to which bilingual education staff shall adhere. The purpose of this paper was to provide a literary review, staff development, and guidebook for elementary administrators and educators explaining the academic benefits of Transitional Bilingual Education (TBE) for PreKindergarten-5th grade students. The literary review, staff development, and guidebook included current research on bilingual education trends and can be used as resources for current and future elementary educators interested in understanding TBE and guiding their students to improved academic growth.

REVIEW OF RELATED LITERATURE

In 1839, bilingual education began in the United States after it was requested by the parents of German immigrants who settled in Ohio (National Association for Bilingual Education, 1998; Toth, 1998). As the immigrant population in the United States grew, so did the agriculture society. Since a large majority of field workers were Spanish speakers, the schools rapidly filled with bilingual children. According to Black (1997), the migrant, Spanish-speaking children of the 1920s were taught just enough English to allow them to be productive field laborers. Oral English skills were taught while content was discounted (Texas State Department of Education, 1924).

English-only education continued for Limited English Proficient (LEP) students for the next forty years forcing a "sink or swim" attitude (Ginsburg, 1992; Rothstein, 1998).

In the 1960s, however, education began to mirror society. It was a time of renewed freedom, open classrooms, and new educational theory. It was also the beginning of modern day bilingual education (Garro, 1999). Title VII of the Civil Rights Act of 1964 prevented discrimination on the grounds of race, color or national origin. This included the educational instruction in a student's native language (Reutter, 1994). The passing of the Bilingual Education Act of 1968 provided federal money for the local school districts to establish native-language instruction for LEP students (National Association for Bilingual Education, 1998). The majority of these bilingual programs were in Spanish (Escamilla, 1989; Ginsburg, 1992). In 1974, the United States Supreme Court ruled that Chinese-speaking students in San Franciso were being denied a meaningful education. This precedent case, known as Lau v. Nichols, stated that not providing special language instruction to LEP students violated Title VI of the Civil Rights Act of 1964 (DeAvila, 1994; Ginsburg, 1992; Reutter, 1994).

Public educators struggled with the ideas of an enlightened society and began a push for "back to basics" in the 1970s (Owens,

1998). It was during the 1970s that educators began to question the need for first-language education. With the passing of Title VII of the Elementary and Secondary Education Act, the legislature provided for student proficiency in the English language. This legislation stressed the necessity of instruction in the native language of the student to achieve success in English (Ginsburg, 1992).

Native language instruction came to the forefront of public education in the 1980s as a way to preserve culture and language (Escamilla, 1989; Rothstein, 1998). As the students began to assimilate into the American culture, their academic successes increased. According to Rothstein (1998), from 1972 to 1995, bilingual education was attributed to an upward trend in the Hispanic high school graduation rate. Unfortunately, the Hispanic drop out rate of 30% to 35% was three times the national average (Headden, 1997; Schnaiberg, 1998).

Opponents to bilingual education contend students in bilingual programs are the ones dropping out of school earlier (Murr, 1998). Poor English skills, poverty and immigrant status add to the pressures of Hispanic students (Schnaiberg, 1998). In the Krashen report (1999), it was noted that economic, not educational factors, affected the Hispanic drop-out rate. Only 4% of the Hispanic students expressed poor school performance as a reason for leaving school,

while 38% of the Hispanic students dropped out for employment opportunities (Rumberger, 1983). The question was whether or not bilingual education aided these students in assimilating, and therefore, becoming more successful. According to Verde-Rivas (1998), the truly bilingual student revealed a positive self-concept and looked toward the future.

Bilingual Education Versus English Immersion

Educating the non-English speaker has become a hot topic in public schools across the United States in the last ten years. Two basic trains of thought compromise this educational process, namely bilingual education and English immersion. Bilingual education focuses on providing the Spanish-speaking student with core subject matter in the primary language with content subjects taught in English (Greene, 1997; Krashen, 1999).

Good bilingual programs upgrade quality instruction for LEP students, while at the same time providing a quality instructional program that embraces bilingualism as an advantage (Villarreal & Solis, 1998). Campuses with this type of bilingual program are successful for all students. Programs that work have a set of well defined goals, a clear set of procedures and materials linked to those goals, and frequent assessments that include whether or not students

are reaching the goals. Effective programs leave little to chance (Fashola et al., 1997).

The use of primary language instruction affects students' learning experiences including self-esteem, preservation of native language and culture, and acquisition of English (Rothstein, 1998; Verde-Rivas, 1998). According to Quezada, Wiley and Ramirez, (1999/2000), instructional leaders need to recognize that students learn more when they make connections with content. Advocates of bilingual education point out case studies of successful primary language programs in California, Arizona, New Mexico and Connecticut. These programs show children advanced further in both English and other academics when native language instruction was used with gradual transition into English (Rothstein, 1998).

Bilingual education succeeds when the two languages, English and Spanish, share equal importance in terms of time of immersion and the student population (Garro, 1999; Schroeder, 1998). To insure future success, educators and administrators must set clear goals and objectives that support the implementation of the bilingual program. Programs must be set up that reflect the students' culture and language that will have a direct impact on reading achievement (Macedo, 1999/2000).

Student culture affects the LEP students' academic

achievement. Therefore, a bilingual program must address the difference between a dominant speaker learning a second language and a minority speaker acquiring the dominant language (Macedo, 1999/2000). LEP students who are not fluent first in their native language will continually struggle in the newly acquired language. Bilingual education is the bridge between the struggle.

Research on the positive effects of bilingual education is in the literature. Solis (1998) interviewed 5 Hispanic bilingual teachers concerning the issue of bilingual education. Being former bilingual students, their insights reinforced the belief that bilingual education was a positive experience that helped students acquire English and assimilate into the American culture. Maintaining native language while gaining proficiency in English contributed to the students' social and economic success (Gonzalez & Maez, 1995; Lockwood, 1996; Torres, 1996; Macedo, 1999/2000). Greene (1997) concluded, in his meta-analysis of the Rossell and Baker research, that native language instruction was likely to benefit the average LEP student's achievement, as measured by standardized tests. Not all research, however, points a positive finger at bilingual education.

The other side to the bilingual education issue, commonly known as English immersion, denounces primary, native language instruction. Headden and Bernfeld (1995) reported that at least 31.8

million people in the United States speak a language other than English. English-only advocates believe that accommodating these other languages undermines the incentive to learn English and adopt the American culture. Others believe that immigrant children can and should learn their native language from family while studying English at school (Rifkin, 1998). This wave of nationalism began with World War I and is still in practice today. If the child does not have a proficiency in his or her native language, however, he or she will struggle in parent communication as well as academic communication (Martinez,1987).

English immersion programs focus on teaching English to native language students. Content courses as well as English are taught together by teaching content through learner-appropriate English (Baker, 1998). According to Monzon (1981), children in English immersion programs showed significant improvement in vocabulary development compared with student in equivalent bilingual programs. The assumption is that a large vocabulary will lead to success in all-English classrooms.

Baker (1998) stated that English immersion students in El Paso scored significantly higher than their bilingual counterparts on academic assessment tests for 11 straight years. In this program, the students were instructed in Spanish for only 30 minutes each day.

The 12th year of the program, the English immersion students still scored higher, but their advantage was no longer statistically significant. This suggested to Baker (1998) that after a decade or so, the harm that bilingual education programs do to learning English is more or less negated by continual exposure to English outside the bilingual classroom. The same results were found in Houston and New York City. All of the programs stressed English acquisition, but never totally abandoned the native language. This not only increased the comfort level at school, but also motivated the learners (Alexander & Baker, 1992).

Another successful immersion program in Seattle boasts that the students receive intensive English instruction for half a year to one year. At that point, they are mainstreamed into the classroom. The LEP students in this program gained about twice as much in terms of norm-curve equivalents in a year as did LEP students whose parents requested them out of the program and into the mainstream classroom. This outcome showed that the Seattle program was remarkably effective in moving LEP students toward full participation in an English-speaking society.

A major opponent to bilingual education, Ron Unz, sponsored the June 1998 ballot to eliminate bilingual education in California, gathering support in the state (Hill, 1998). Unz's proposal, known as

Proposition 227, was to place bilingual children in an English-immersion classroom for no more than one year (Streisand, 1997). This initiative would change the way LEP children were taught in the public schools. Immigrant children, as well as previously labeled LEP children, would have one year to acquire the English language. There would be no native language instruction for bilingual children.

Transitional Bilingual Education

In the past 10 years, educators and scholars in the field of bilingual education noted that LEP students should be taught academic subjects in their native language for 5 to 7 years before mainstreaming into all-English classrooms (Cummins, 1994; Gomez, 1997). Hakuta, Butler and Witt (2000), along with Quezada, Wiley and Ramirez (1999/2000), concluded that oral proficiency takes 3 to 5 years to develop, and academic English proficiency can take 4 to 7 years. These findings reinforced the concept of TBE. Native language instruction with content courses in English, as in TBE, would be the ideal combination to improve the literacy of Spanish-speaking students.

Literacy development requires multiple opportunities to practice language competencies through interaction between students and teachers. Any approach that builds on a student's prior

knowledge, including home language and culture is better than instruction that fails to recognize it (Quezada, Wiley, & Ramirez, 1999/2000). A student's bilingualism plays a productive role in the learning of literacy and development of language (Wiedeman, 1998). Mastery of language at the level needed for school success takes a significant amount of time. The complexity of language, especially for LEP students, increases the need for a transition into English (Hakuta et al., 2000).

Teaching literacy to the LEP student requires a delicate approach. These students need a mixture of traditional and innovative approaches to literacy (Quezada et al., 1999/2000). While native English speakers may learn to read words and grammatical structures, second language learners will learn to read English by transferring reading skills learned in the native language. They may, in turn, encounter an inordinate amount of unfamiliar language, even in the most basic texts. The primary use of a skills or phonic-based approach for the LEP student will not be valued due to the wasted time the LEP student used to "sound out" the words.

Transitional Bilingual Education (TBE) allows for first language acquisition in the classroom while also learning the English language. Fluency in the native language certainly influences achievement in the second language (Azuna, 1998; Delucca, 1998; Hakuta et al.,

2000). These bilingual students need the exposure of the unfamiliar content areas in their native language to excel in English (Bruce et al., 1997; DeJong, 1996). If LEP students are fluent in Spanish, for example, the ability to transition into English will be easier. According to Gonzales (1990) and VanLoenen (1994), TBE programs are effective in academic achievement in reading and math, especially in grades one through four. A bilingual program results in significantly higher performance of LEP students than an English immersion program. The TBE students acquire English at a much faster rate due to the fluency in the native language (Gonzales, 1990).

Transitional Bilingual Education (TBE) consists of two programs, early-exit and late-exit. Each program meets the needs of limited English students in varying ways. According to Ramirez (1991), both these programs address acquisition of English skills to ensure success in an all-English classroom. The difference comes in the academics related to these programs.

Early-exit bilingual programs are often compared to Structured English Immersion programs due to the class time spent learning English. Initial instruction may be in the native language of the LEP student, especially for the introduction of reading. The first language instruction is rapidly phased out in 2 to 3 years (Rennie, 1993). The early-exit (EE) programs usually contain 30 to 60 minutes a day in

the native language, with the remainder of the class time spent in English (Ramirez, 1991). LEP students are usually transitioned into English by third grade in EE programs with three-fourths of the instruction in English by that time. By the end of third grade, EE students demonstrate comparable English skills to that of English immersion students (Ramirez, 1991). Baker (1999) stated that EE programs offered the best choice since English was stressed, while not giving up the native language.

Late-exit (LE) bilingual programs usually provide first language instruction at least through sixth grade (Cummins, 1994; Ginsburg, 1992; Ramirez, 1991). Bilingual teachers in this transitional program slowly increase the English class time from less than 10% in kindergarten to 75% in sixth grade (Ramirez, 1991). A major benefit to LE programs is parental involvement, both in and out of the classroom (Martinez, 1987). Parents of LE students are active participants, especially with homework. Since late-exit teachers assign more homework than early-exit teachers, this parental involvement is helpful. Parents are more comfortable with their native language and are more willing to help with homework (74%) than do parents of children in EE or immersion programs (53%) (Cummins & Genzuk, 1991; Ramirez, 1991). Parental involvement, in any language, contributes to the academic success of the student.

Late-exit bilingual programs produce more academic growth over time due to native language exposure (Delucca, 1998; Gersten, 1999).

Success of any program is based on test results. Greene (1997), in his meta-analysis, concluded that students in a bilingual program outperformed their English-immersion counterparts by a .70 standard deviation on the average for all tests taken in English. The z-score for this effect size was 2.39 which suggested that this positive result would probably not have occurred by chance.

When the results from these 11 studies of Greene were analyzed, English test scores that measured reading showed an average benefit of having at least some native language instruction of .21 standard deviations with a combined z-score of 2.46. Both of these results meet conventional standards of statistical significance. This suggested that the effects of exposure to native language instruction had positive effects on English test results.

Language Proficiency Assessment of LEP Students

In order to best serve the LEP student and determine the best learning environment, the native language students must be assessed on their language proficiency upon enrollment in public schools. This is done in a variety of ways, depending on the school district the

parent chooses. DeAvila (1994) states that both informal and formal techniques are used for the assessment of oral proficiency. Informal testing consists of interviews with parents and students. Formal techniques include district testing of specific language skills, abilities and behaviors.

Language-minority students are screened upon enrollment through the use of a home language survey usually found on the registration form of the home campus. If a student or parent indicates the use of any language other than English on the form, then a state approved test is required to determined the language proficiency of students in both their native language and English (DeAvila, 1994). These data are combined and students are placed in various programs, depending on language need.

The most common method used to determine whether a student is LEP or not is through the administration of a language proficiency test in English. English proficiency tests are used by 64% of school districts for assessing LEP students and determining classroom placement (Zehler et al., 1994). One of the most common assessment tests is the Idea Proficiency Test (IPT) which designates proficiency levels as A through F, with F being considered proficient (Hakuta et al., 2000). This test requires the student to name a referent, activity or other aspect of a picture represented in the test.

This type of assessment refers to the interaction of the child with the environment as a source of future language acquisition. The IPT contains questions on different topics that are not consistent to a theme or context across a series of questions. Many of the responses are open-ended with 11% included items on discrimination among minimal pairs, and only six% of the items scored based on word order (Zehler et al., 1994).

The purpose of the assessment tests, to place students in or remove students from various programs, falls into a precarious position. Misclassification of LEP students may occur which causes an overrepresentation in special education classes, but too few LEP students in gifted and talented classes (Zehler et al., 1994). Students may attain mastery of the test and be classified as fluent English speaking. But, they are not reclassified from LEP to Fluent English Proficient (FEP) until they have also scored above a designated level on an academic achievement test (Hakuta et al., 2000). Some students, however, may be exited from a program based on IPT scores when, in actuality, the student may need more time to acquire proficiency. The test may assess the oral proficiency, but not examine the comprehension of the LEP student (Tirado, 1993).

Academic Assessment of LEP Students

All bilingual education programs must be evaluated. The usual method of evaluation is through standardized tests. Standardized tests are designed to compare the performance of one student group with that of all students in United States (Lewelling, 1991). The TBE students will be assessed on either norm-referenced or criterion-referenced tests during their educational career. The impact of these tests is significant due to the purpose of reclassification of LEP students (Zehler, Hopstock, Fleischman, & Greniuk, 1994).

Norm-referenced tests, used to measure academic performance, are usually done in a group setting using standardized procedures (DeAvila, 1994; Zehler et al., 1994). Measuring language proficiency, for example, may be more difficult than math computation due to the nature of the standardized test. DeAvila (1994) states that norm-referenced tests are not designed for the LEP student. There is not equal probability of test-item difficulty. The p-value of most test items, under ideal circumstances, is .50 meaning that not all test items are of equal probability across all levels of difficulty. This hinders the LEP student by keeping him or her in or out of various programs based on the test difficulty.

Another problem DeAvila (1994) cites is the oral administration of instruction. These instructions may not be

understood, causing LEP students to struggle not with the material but with the comprehension of instructions. It becomes increasingly difficult to ascertain if the student performed poorly on the test due to lack of mastery or because he or she did not comprehend the oral instruction.

Academic deficits of LEP students occur if proper steps are not taken. For example, a 7th grade LEP student who tests on a 4th grade reading level on a standardized test, such as the Stanford-9, would need to increase 1.6 grade levels each year in order to catch up with an English speaker who would need to improve only 1.0 grade level each year (Quezada et al., 1999/2000). This "uphill battle" causes the LEP student to lose academic content while focusing on improving English reading strategies.

Despite these setbacks, however, LEP students have been successful with norm-referenced tests. According to Mason (1996), student achievement measures include not only standardized tests such as the Iowa test of Basic Skills (ITBS), but also English oral proficiency tests. T-tests were performed and the data revealed statistically significant increases among the TBE students in language acquisition. These students also showed high academic success on the California Test of Basic Skills (CTBS) (Gonzales, 1990). In a multivariate analysis of variance, it was determined that TBE

students performed significantly better than English immersion groups on the Iowa Test of Basic Skills (ITBS) and norm-referenced math and reading tests (VanLoenen, 1994).

At the Rachel Carson Elementary school in Illinois, for example, the students in TBE programs revealed increases on the ITBS test from 1997 to 1998 in reading, which increased by 11.2% while math went up 13.8% (National Association for Bilingual Education, 1999). Bilingual students were also successful on the Scholastic Aptitude Test (SAT). From the 1970s to the 1990s, LEP students improved by 28% and the drop out rate declined (Ginsburg, 1992; Rothstein, 1998).

Criterion-referenced tests, such as the Texas Assessment of Academic Skills (TAAS), have been favored due to the assessment of instruction (DeAvila, 1994). Sometimes referred to as alternative assessments, these tests tend to measure the skills of the curriculum (Zehler et al., 1994). Gomez (1997) found that third and fifth grade LEP students participating in the Kingsville bilingual program demonstrated slight gains in reading. In the area of language arts, results were statistically significant in favor of bilingual students. A strong mean score in math was also reported.

The criterion levels of standardized tests may be set empirically to assess student performance formally or what can be expected by the average student (DeAvila, 1994). According to

Ginsburg (1992), current standardized tests are not coordinated with curricula. Accountability, a system of national standards, should come in the form of performance-based exams that tie to curriculum.

One key factor that points to the success of the bilingual programs on assessment testing is found in the results of the Scholastic Aptitude Test (SAT). In Ginsburg's report (1992), between the mid 1970s and 1990, Hispanic scores on the SAT rose by 28 points, while the Anglo students' scores dropped by 9 points. This increase allowed those LEP students access to a higher education, thus insuring their economic success in the future.

In the Medina and Mishra study (1994), the success of the TBE program was reflected in the success of the students' assessment in Spanish reading achievement and native-language academic performance in mathematics, social studies and science. This study was conducted in Arizona with a sample population of 518 bilingual students. One LEP subgroup, 56 bilingual students, was considered to be fluent-Spanish-proficient. The other LEP subgroup, 462 students, was considered to be limited-Spanish-proficient. At the end of the two-year monitoring, 1985-1987, the La Prueba Riverside de Realizacion en Espanol instrument was used to measure Spanish reading, mathematics, social studies and science achievement.

The findings showed a positive and statistically significant

correlations were revealed across Spanish reading, mathematics, social studies and science for the total population as well as for the two subgroups ($p < .001$). The correlation for the total sample ranged from .58 for Spanish science and mathematics to .66 for science and social studies. For the limited-Spanish-proficient, the correlation ranged from a low of .43 for mathematics and science to a high of .76 for science and social studies. The fluent-Spanish-proficient correlation ranged from .53 for social studies and mathematics to .64 for reading and social studies. The relationships showed a significant association between native-language proficiency of LEP students and their academic performance in Spanish achievement. The overall results showed a pattern of positive and significant relationships across the four subtests in Spanish achievement.

Administrative Support

In order for any bilingual programs to be successful, however, the administration must be aware of the needs of the staff. There is a need to improve the quality of training programs for teachers serving language-minority students at the school district level, so that they can provide a more active learning environment for language and cognitive skill development (Ramirez, 1991). Staff development and workshops provide the instructional support the

bilingual teacher needs, while supplemental texts provide the material support needed in the classroom for the students. It is important to have a staff that is knowledgeable on effective content teaching and language development practices. The bilingual classrooms should be on the "cutting edge" in content area methodology and language acquisition and development (Villarreal & Solis, 1998).

According to Rennie (1993), an effective bilingual program has several characteristics. Administrators of a bilingual campus must be prepared to support high expectations for language-minority students by providing an active learning environment and one that is academically challenging. Principals must also be supportive of their instructional staff and teacher autonomy, while maintaining an awareness of district policies on curriculum and academic accountability.

The instructional leaders must be well rounded and current on major issues of the day. Certainly bilingual education is one of those major issues. Research, along with inspiring and relevant staff development, provided by these visionary, instructional leaders will prepare the bilingual teachers to meet the needs of the native language learners for the 21st century.

PROCEDURES

Since there has been no clear agreement on what is required by law or individual states, it is imperative that personnel at individual school districts and campuses set forth guidelines to which bilingual education staff will adhere. After reviewing literature and determining key issues in transitional bilingual education, a professional staff development program accompanied with a professional guidebook for administrators and educators was determined to be one of the meaningful ways to facilitate the needs in school districts.

For the district's programs to be facilitated, there is also an urgent need for administrators to understand their role. To this end, the personnel in the district must set the guidelines or be consistent as to how transitional bilingual education needs are to be met.

In this paper, a staff development for elementary administrators and educators was provided. In the staff development, relevant terms were defined so that all participants would relate to the information in the same manner. Various bilingual programs were identified to aid administrators and educators in developing a philosophy regarding TBE.

Current research was presented to enhance the understanding and appreciation of early-exit and late-exit bilingual programs. Informal discussions conducted with 5 bilingual teachers and administrators in the Grand Prairie ISD in Grand Prairie, Texas presented a better understanding of their perceptions of the effectiveness of TBE. Those surveyed had a average of 3-5 years experience with current instructional strategies. These bilingual teachers expressed concern for the native learner as well as the need for administrative support. Thus the staff development was designed to improve bilingual instruction in Grand Prairie Independent School District.

This staff development also included a guidebook, in the form of a working draft, for participant use for TBE after the program. Hopefully, this guidebook will improve the effectiveness of the elementary school administrator and educators of any TBE campus to improve the academic success of bilingual students (See Appendix).

CONCLUSIONS

The effectiveness of a Transitional Bilingual Education program ultimately comes with the success of the students. The meta-analysis of bilingual education conducted by Baker and DeKanter (1983) led to the uprising regarding structured English immersion, while Ann

Willig's (1985) meta-analysis supported that bilingual education led to academic success. Today's struggle to educate Limited English Proficient students in the best manner still continues.

Bilingual education may be difficult for the English speaker to comprehend. For example, if an individual was to pose the question of whether or not an American family, living in the Soviet Union, would force his or her English-speaking children to learn literacy in Russian before reading and writing in English, the answer would be no (Gabaldon, 1998). This answer is more likely since both child and parent are more comfortable in their native language and culture of English. There are such similarities with the Spanish-speaking child. TBE, however, continues to allow for gradual assimilation into both language and culture, leading to academic success.

Student academic success ultimately comes with the bilingual teacher preparedness and skill. The number of LEP students in public school rises each year. With the increase of immigration to the United States comes the need to educate these students to become literate in both Spanish and English (Hamayan, 1990; Quezada et al., 1999). Teacher preparation becomes even more essential and must be recognized at the district level.

In order to ensure that the nation's language-minority students receive a top quality education, it is now necessary to make sure that

they have top quality teachers. These teachers can benefit greatly from staff development that provides teacher training and a variety of resources, but also ongoing support (NCBE Staff, 1987/1988). Adequately trained teachers also need administrative leaders who are visionary, supporting them and the programs they provide for these increasing numbers of bilingual students.

Staff development becomes a vital key to having bilingual students be successful in the public schools. The staff, which includes the mainstream, TBE, and ESL teachers, along with paraprofessional aides and administration, must develop a philosophy for the present and future bilingual education programs of the district and campus. This entire staff must be aware of the variety of programs available and have accessibility to resources to provide the students with the long-term tools of success. The staff development program, presented in this paper, will hopefully facilitate that urgent need in today's society.

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Footnote

[1] Sharon Meier, founder of the Balanced Literacy Institute in Las Cruces, New Mexico was the presenter and workshop leader for staff development sessions at Barbara Bush Elementary in Grand Prairie, Texas in July, 1999 and January, 2000. The Balanced Literacy program focuses on student achievement based on literacy acquisition. Mrs. Meier stressed language development and phonemic awareness along with a print-rich learning environment. At the July workshop, she taught the literacy processes of Balanced Literacy to approximately 65 educators from across the metroplex. In January, Sharon returned to the Barbara Bush campus to work specifically with the kindergarten through second grade staff on that campus in the guided reading process. In the fall of 2000, she will return to the Barbara Bush campus to train the third through fifth grade teachers in the guided reading process.

APPENDIX

Mission Possible: Transitional Bilingual Education

8:00-8:30	Registration	Explain card questions
8:30-9:15	Visualized Lecture	Research on TBE (trans. & handouts)
9:15-10:15	Brainstorming/ Jigsawing	Develop philosophy (5-8 components, dots and chart tablets)
10:15-10:30	Break	
10:30-10:45	Buzz Session	Card questions
10:45-11:30	Visualized Lecture	Research on EE/LE (trans. & handouts)
11:30-12:45	Lunch	
12:45-1:00	Buzz Session	Card questions
1:00-1:30	Survey	Share results
1:30-2:00	Sample lesson	Guided Reading
2:00-2:15	Break	
2:15-3:30	Guided Practice	Groups to prepare and teach lessons
3:30-3:45	Guidebook	Discuss
3:45-4:00	Evaluation of Day	Complete the form

Registration
8:00-8:30

During this thirty minute time, the workshop participants will register for the session as well as enjoy a continental breakfast of coffee, juice and Danish.

Name tags will be provided, in five different colors, which will be used to group the participants later in the morning.

As a signal for attention throughout the day, the theme music to the television drama "Mission Impossible" will be played.

Index cards on the tables will be provided, allowing the participants to jot down questions that will be answered during the Buzz Sessions.

Registration--Good Morning!
8:00-8:30

Please sign in at the registration table and complete a name tag.

Enjoy your breakfast!

Your session will begin promptly at 8:30--keep an ear out for the musical signal!

(Overhead #1)

Visualized Lecture
8:30-9:15

Thank the campus staff for providing the accommodations and introduce the presenter.

Transparencies will be used throughout this lecture to reinforce the research on Transitional Bilingual Education.

Handouts will be provided for each participant that correspond with the transparencies.

Mission Possible: Bilingual Education

The goal for students whose native language is not English is **acquisition of the mainstream language** so that they can perform successfully in a school system in which English is the medium of instruction.

The development of a child's first language, rather than its abandonment, is an essential factor in bilingual education. Skills are taught in both languages in order to enable the leaner to become proficient in the mainstream language as well as expand his or her knowledge in the first language.

(Cavazos, Harville, & Serra, NABE 2/2000)

(Overhead #2)

Bilingual Education: Literacy Development

Once literacy is developed in the first language, it transfers easily into the second language. A large amount of basic literacy transfers across languages.

Bilingual education is the use of two languages for academic instruction.

The Limited English Proficient (LEP) student receives part of his or her instruction in English and part in his or her native language The amount of time spent in each language usually is determined by the program of the campus.

Research has shown that it takes 5-7 years to master a language.

Careful considerations are recommended for the student trying to master two languages at the same time.

(Cavazos, Harville, & Serra, NABE 2/2000)

(Overhead #3)

MISSION (EVEN MORE) POSSIBLE: TRANSITIONAL BILINGUAL EDUCATION

Transitional Bilingual Education: **Educating the native language speaker in the first language with gradual transition into the English language.**

Early-Exit: **Instruction in the home language occurs for several hours each day, with language arts frequently taught in the native language. Content is generally taught in English. Students are mainstreamed into English-only classrooms by second grade (Ginsburg, 1992).**

Late-Exit: **Children entering elementary school receive several years of instruction in the home language. At about the fourth grade, the instruction shifts gradually toward English. Students are not mainstreamed into the regular English classroom until grade 5 or 6 (Ginsburg, 1992).**

English Immersion: **Non-English speaking students are taught in an English-only classroom.**

(Overhead #4)

TBE PROGRAM CHART
(EXAMPLE)

KINDERGARTEN	READING	WRITING	LANGUAGE	MATH	SCIENCE	SOC. STUDIES
FALL	SPANISH	SPANISH	SPANISH	SPANISH	SPANISH	SPANISH
SPRING	SPANISH	SPANISH	SPANISH	SPANISH	SPANISH	SPANISH
1ST GRADE						
FALL	SPANISH	SPANISH	SPANISH	SPANISH	SPANISH	SPANISH
SPRING	SPANISH*	SPANISH	SPANISH	SPANISH	SPANISH	SPANISH
2ND GRADE						
FALL	ENG/SPAN	SPANISH	SPANISH	SPANISH	SPANISH	SPANISH
SPRING	ENG/SPAN	SPANISH	SPANISH	SPANISH	ENGLISH	ENGLISH
3RD GRADE						
FALL	ENG/SPAN	ENG/SPAN	ENG/SPAN	ENG/SPAN	ENGLISH	ENGLISH
SPRING	ENG/SPAN	ENG/SPAN	ENG/SPAN	ENG/SPAN	ENGLISH	ENGLISH
4TH GRADE						
FALL	ENGLISH**	ENGLISH	ENGLISH	ENGLISH	ENGLISH	ENGLISH
SPRING	ENGLISH**	ENGLISH	ENGLISH	ENGLISH	ENGLISH	ENGLISH

(Overhead #5)

*STUDENTS ON GRADE LEVEL IN PRIMARY LANGUAGE BEGIN ENGLISH READING

**NO FORMAL SPANISH READING IS TAUGHT FOR STUDENTS WHO HAVE FULLY TRANSITIONED INTO ENGLISH

TBE PROGRAM GUIDELINES

***ESL instruction is provided as a separate subject area**

***Spanish Reading must continue to help before, during and after transitioning**

***Must be a FLUENT reader in Spanish, on grade level, before English reading is introduced**

***4th Grade should continue with Guided Reading in Spanish**

(Overhead #6)

Brainstorming/Jigsawing
9:15-10:15

An explanation of the consensus practice will be given. Participants will be grouped, ideas will be brainstormed, top choices will be indicated by use of colored dots and results will be recorded.

The participants will be put into groups by the color of their name tags. Each group will decide on a name and motto for the group. These will be shared with everyone.

Each group will need to decide on the roles of spokesperson(s), recorder, timekeeper and materials-person for the session.

Chart tablet, colored markers, and colored dots will be provided for each group.

Group members will be given 20 minutes to brainstorm important components for a campus-bilingual philosophy. These ideas

will be recorded on the chart tablets. Each member of the group will then be given 5 colored dots to indicate top choices from the list given.

The recorder will then make a final copy of the group's philosophy to share with everyone.

Each group will present their philosophy.

Each philosophy will displayed for the participants to view.

Your Bilingual Philosophy...Should You Decide to Accept It.

The personnel at each campus must decide on what type of bilingual education program they will implement.

Transitional:

~Early Exit-students transitioned by 2nd grade

~Late Exit-students transitioned by 4th grade

OR

Immersion: **English-only**

***Maintenance Bilingual*: Students stay in this program until middle school**

(Overhead #7)

Sample Philosophy Developed During Brainstorming Session 9:15-10:15

Our campus will adopt the philosophy of late exit transitional bilingual education. It is our inherent belief that this program offers the most potential for student success and academic growth.

We will implement the TBE approach for the following reasons:

~Students must be fluent in their native language in order to be successful in English

~Students and parents will be more comfortable in the learning process

~Students will transition into English easier with a strong Spanish literacy development

~The population of our campus dictates the need for a strong Spanish literacy program as well as English acquisition

We are all diverse learners who must assimilate and function in a diverse world. Therefore, we are obligated to teach our students to become academically successful in order to become economically secure.

Break
10:15-10:30

Enjoy your break!

Listen for the musical signal to rejoin your original table group.

Be prepared to share with your table what you have experienced so far today.

Complete card questions if needed.

(Overhead #8)

Buzz Session
10:30-10:45

Participants will return to their original table group and share ideas from the morning sessions.

Card questions, explained during registration, will be taken up and answered.

Visualized Lecture
10:45-11:30

Transparencies will be used to explain the two types of Transitional Bilingual Education--Early Exit and Late Exit.

Current research will be presented on these two varieties along with examples of these components.

Handouts will be provided for the participants that coincide with the transparencies.

Education has always been the means by which children of immigrants to the United States enter the economic mainstream of our society.

As a nation of immigrants, we have always taken pride in the idea (if not the reality) that our schools should give children from all cultures and backgrounds a fair chance to succeed in school and thereby in our society.

(Fashola et al., 1997)

(Overhead #9)

Characteristics of an Effective Bilingual Program

Supportive whole-school contexts

High expectations for language-minority students, as evidenced by active learning environments that are academically challenging

Intensive staff development programs designed to assist ALL teachers in providing effective instruction to language-minority students

Expert instructional leaders and teachers

Emphasis on functional communication between teacher and students and among fellow students

(Overhead #10)

Organization of the instructional basic skills and academic content around thematic units

Frequent student interaction through the use of collaborative learning techniques

Teachers with a high commitment to the educational success of all students

Principals supportive of their instructional staff and of teacher autonomy, while maintaining an awareness of district policies on curriculum and academic accountability

Involvement of majority and minority parents in formal, parental support activities

(Rennie, 1993)

(Overhead # 11)

Traditional Early-Exit (EE) Program

~ Initial instruction in primary language 30 t0 60 minutes a day

~ All other instruction is in English

~ Primary language instruction phased out by second grade

~ Mainstreamed into an English-only classroom by the end of first or second grade

(Overhead # 12)

English Usage in EE classrooms

- 2/3 of the time in kindergarten and first grade
- 3/4 of the time in second grade
- more than 3/4 of the time in third grade
- almost all the time in grade four

(Overhead #13)

Traditional Late-Exit (LE) Program

~ Minimum of 40% of total instruction time in Spanish

~ All content in Spanish (language arts, reading, math, science, and social studies)

~ Students remain in this program through sixth grade, regardless of his or her re-classification to fluent-English

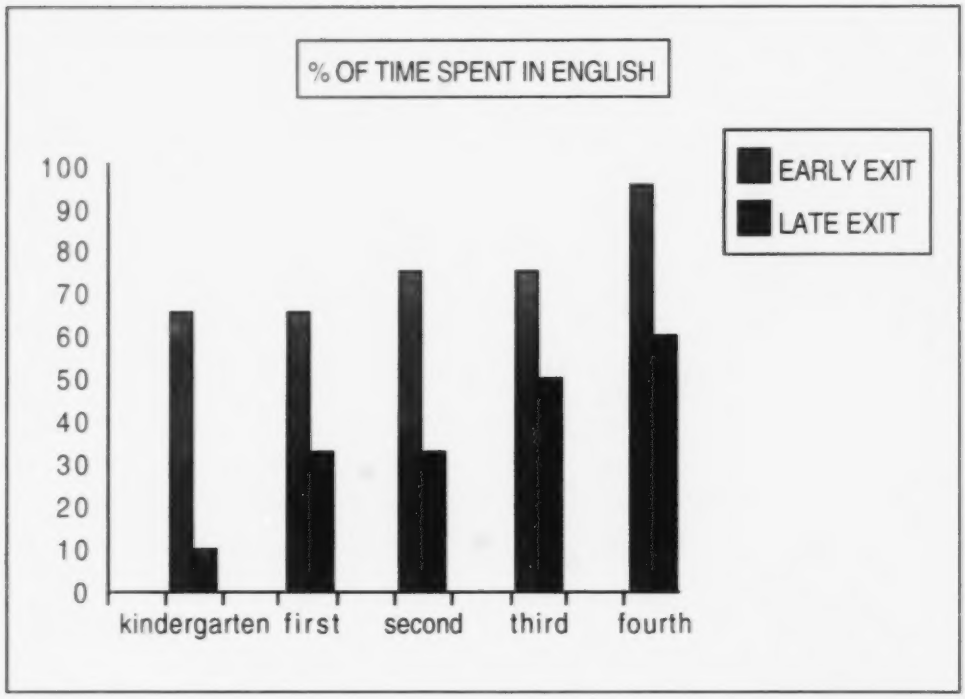
(Overhead #14)

English Usage in LE Classrooms

- Less than 10% in kindergarten
- 1/3 of the time in first and second grade
- 1/2 of the time in third grade
- About 60% in fourth and fifth grade
- 3/4 of the time in grade six

(Overhead #15)

Early vs. Late Exit English Usage



(Overhead #16)

Parental Involvement

Key to success of any program will be parental support

Homework is always a major issue in any language

Late-exit parents are more aware that their children have homework and are more likely to see that it is completed

WHY?

Parents of late-exit (LE) students are more likely to help with homework due to the greater use of the primary language--which makes it possible for parents to participate and support their children's learning.

(Overhead #17)

Lunch
11:30-12:45

Enjoy your lunch!

Complete card questions, if needed.

The afternoon session will begin promptly at 12:45

(Overhead #18)

Buzz Session
12:45-1:00

Participants will share their experiences so far with the group at their table.

Card questions, explained during registration, will be taken up and answered.

Survey Results
1:00-1:30

The results of the survey will be discussed with the participants. A handout of the results will be provided during the discussion.

Participants will discuss, within their table groups, the areas that were not addressed on the survey that will need to be considered in the future. Each group will share 1-2 "concerns" with the others at the workshop.

A recorder at the table will provide the staff development presenter with these "areas to address" at the end of the schedule time of 1:30.

SURVEY QUESTIONS:
BILINGUAL EDUCATION IN THE
GRAND PRAIRIE INDEPENDENT SCHOOL DISTRICT

In order to determine the bilingual needs within the district, please complete the following survey. Please fill out the survey and return it to Mrs. Nunez by Wednesday. Your thoughts about this topic will be very helpful in preparing our district for the future needs of the bilingual student.

1. How long have you been a teacher of bilingual education?
_____0-2 years _____3-5 years _____6-8 years _____8+years

2. Are you certified as a bilingual teacher? If so, where did you receive your certification? If not, when will you complete the certification process?
_____Yes, Place of certification:_____
_____No, Date of completion: _____

3. Why did you decide to become a bilingual teacher? (check all that apply)
_____I was a bilingual student and knew the struggles.
_____I have empathy for the bilingual student.
_____I needed the stipend.
_____My district/campus needed a bilingual teacher.
_____I enjoy working with native language students.
_____I wanted to prove that the native language student could excel in school.
_____Other: _____

4. What do you see as the biggest challenge in your classroom? (check all that apply)
_____The student population does not remain stable.
_____Parents do not speak, read or write the native language well enough to help the student at home.
_____The students do not complete their homework.
_____The curriculum is not appropriate for the student population.
_____My district/campus does not provide enough resources to support the curriculum.
_____There is not enough administrative support at the district level.
_____There is not enough administrative support at the campus level.
_____Other: _____
_____
_____

4. How much time a week do you spend reading research or education information about bilingual education?
_____0-1 hour _____2-3 hours _____4-5 hours _____5+ hours

5. How much time a day do you spend teaching in Spanish?
_____0-1 hour _____2-3 hours _____4-5 hours _____5+ hours

6. How much time a day do you spend teaching in English?
_____0-1 hour _____2-3 hours _____4-5 hours _____5+ hours

7. What is your philosophy of bilingual education?

_____
_____
_____
_____
_____
_____

8. How do you approach the constant changes in the field of bilingual education?

_____
_____
_____
_____
_____

9. What would be your recommendations to improve bilingual education in Grand Prairie Independent School District?

_____
_____
_____
_____
_____
_____

Thank you for taking the time to complete this survey. Your insights are invaluable. Since experienced teachers are our best resource, your input is greatly appreciated.

Survey Results

- The result of the survey indicated that 67% of the teachers had 3-5 years of experience and 95% were certified with 5% in the process of certification.

- 92% of these teachers decided to become a bilingual teacher because they wanted to work with native language speakers. Challenges in the classroom were varied, with the biggest concern being parents who were unable to help the students in their native language.

- Time spent teaching in Spanish averaged 2-3 hours a day, while teaching time in English averaged 4-5 hours.

- All teachers agreed that native language instruction was the best choice, however, not always a reality. Bilingual philosophies varied according to personal experiences and administrative support, both on the campus and at the district level. Thus, the need for ongoing staff development to include administrators, was important.

- Most teachers kept current on changes in the field of bilingual education by spending 1-2 hours a week reading research or education information.

- The strongest recommendation to improve bilingual education in Grand Prairie Independent School District was to establish consistency within the campuses and throughout the district. Transient students needed a stable program within the district.

Sample Lesson
1:30-2:00

A small group of 5-7 bilingual children will be brought in to demonstrate a successful guided reading lesson in Spanish.

The students will have parent permission and be informed prior to the demonstration about the circumstances of the lesson.

Each participant will be provided with a sheet to record the pluses and deltas of the lesson.

A brief, 5 minute discussion will follow the demonstration.

Sample Lesson
Guided Reading
1:30-2:00

Materials: Easel, chart tablet, student books, pencils, Writer's Notebook

Objective of lesson: The student will use the book entitled *El venado y el cocodrilo to make predictions, sequence the story, and increase vocabulary.

Using the language experience approach, the teacher guides the 5-7 students through the book entitled El venado y el cocodrilo. The teacher will begin by asking the students to predict what will happen in the story by taking a "picture walk" through the book. (A "picture walk" is a quick page-by-page glance with brief prompting about pictures or familiar words. Never look at the last 2 pages--keep the suspense.) Student responses will be recorded on a chart tablet. Vocabulary, correct spelling and pronunciation will be stressed.

After reviewing the prediction responses, the students will begin to read the story. The teacher will listen and monitor each child throughout the reading. Do not round robin read! All students read quietly and simultaneously. The teacher will indicate, by placing her hand on the shoulder of the chosen student, who will read aloud to the teacher. Questions such as, "What do you think will happen next?" and "What makes you think so?" will be repeated often.

When all students have completed the story, the teacher will ask the students to review once again their prediction responses. The teacher will discuss what actually happened in the story and bring out new vocabulary for the students.

The students will take the book and read the story again with a partner. Each partner will then write about the story in his or her Writer's Notebook.

*El venado y el cocodril by Patricia Almada (a Rigby level G book)

Lesson Notes

What I liked...	Things to improve...

Break
2:00-2:15

Enjoy your break! Please take a candy from the basket on the registration table. You may eat the candy, but you must keep the wrapper!

Listen for the musical signal to rejoin your original table group.

Be prepared to share with your table what you have experienced so far today.

Complete card questions if needed.

(Overhead #21)

Guided Practice
2:15-3:30

Participants will be grouped by the candy wrapper they chose at break. There will be four groups. Each group will be directed to a separate area of the room or they may go into the hall to work.

Each group will draw a lesson from "the hat". The four lessons for selection from will be Reading, Writing, Math, or Science. The groups may decide on the grade level they will teach. They will also decide roles within the group such as recorder, timekeeper, task master, teacher, and students.

This lesson will be planned to last 10 minutes. Each group will present their lesson at the end of the first 30 minutes.

Materials will be provided, such as markers, paper and pens, and text resources to use during this session.

The musical signal will tell the participants when to stop planning and when the demonstrations will begin.

A brief disussion session will follow the last presentation.

Sample Lesson
Guided Practice
3rd grade Writing

Materials: Sentence strips, markers, big book entitled *If I Could

Objective: The student will increase vocabulary through the ESL shared reading lesson.

During the read aloud entitled If I Could, the students are invited to make predictions about the story as well and the language patterns they encounter. Using the sentence models in italics, the students will work in groups to create an original sentence. These sentences will be discussed, edited and displayed.

- *If...,if...,if..., subject verb*
  If I were sleepy, if I were yawning, if I were rubbing my eyes, I would be taking a nap.
- *Because...,because..., because..., subject verb*
  Because my cat purrs, because my cat stretches, because my cat meows, my cat is content.
- *When..., when..., when..., subject verb*
  When I am sick, when I have a fever, when I cough, I have to go to the doctor.

Participants, working in groups, will create a sentence strip using one of the models. Presentations will be made to the large group. Participants will be asked to share the pluses and deltas of their feelings while working on this activity.

*If I Could by Judy Nayer (Modern Curriculum Press)

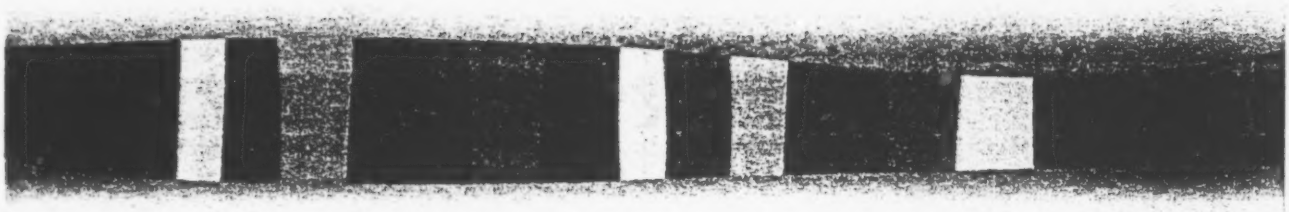
Guidebook
3:30-3:45

Participants will be provided with a working draft of a transitional bilingual guidebook developed by the author. This guidebook may be used a resource for classroom references.

The information for this guidebook came from the Bilingual Department of Grand Prairie Independent School District and published IPT tests by Ballard & Tighe, 1993.

This guidebook will be briefly explained and referred to during the guided practice that follows.

Barbara Bush Elementary



Bilingual/ESL Program Overview

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GPISD Initial Steps

Mission Statement

The mission of the GPISD Bilingual and English as a Second Language programs is to provide all Limited English Proficiency students with the skills necessary to be fluent English speakers, readers, and writers in our society. By using a systematic approach to move students from Spanish to English proficiency in the bilingual classroom, and a comprehensive English development system in the English as a Second Language classroom, the teachers will meet the needs of all students.

Goals

1. To make the teaching of English an imperative component of the students' daily schedule.
2. To align and integrate the Bilingual and English as a Second Language programs with the overall District educational plan.
3. To elevate and bring consistency to the Bilingual and English as a Second Language program at both the campus and District levels by using research-based instruction.
4. To educate all District personnel and the community about the benefits of having Bilingual and English as a Second Language education so they can become active partners in the students' success.

PRE-IPT ORAL AGES 3-5 ENGLISH

Score Levels → / Ages:	A	B	C	D	E
3 and 4 year olds	NES	LES		FES	
5 year olds*	NES		LES		FES

NES: Non-English Speaking LES: Limited English Speaking FES: Fluent English Speaking

PRE-IPT ORAL AGES 3-5 SPANISH

Score Levels → / Ages:	A	B	C	D	E
3 and 4 year olds	NSS	LSS		FSS	
5 year olds	NSS		LSS		FSS

NSS: Non-Spanish Speaking LSS: Limited Spanish Speaking FSS: Fluent Spanish Speaking

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IDENTIFICATION, CLASSIFICATION AND PLACEMENT

1. A Home Language Survey (HLS) is to be signed and dated for each student upon initial enrollment in the District.

2. If the survey indicates a language other than English, then:

   - The District's oral language proficiency test (IDEA IPT) is administered to the student in English. The IPT is administered by professionals or paraprofessionals proficient in the language of the test.
   - If the student's oral language proficiency score is FES on the IPT, the student is identified as Fluent English Speaker and documented by the LPAC. No further action is necessary. The student is placed in a general education program.

3. If an elementary student's oral language proficiency score is NES or LES on the English IPT, the student is identified as Limited English Proficient (LEP).

   - A Spanish speaker is tested with the English and Spanish IPT and per the LPAC is placed in the State-required Bilingual Education Program.
   - A Speaker of a language other than Spanish is placed per the LPAC in the State-required English as a Second Language (ESL) Program.

4. If a secondary student's oral language proficiency score is NES or LES on the English IPT, the student is identified as Limited English Speaker.

   - The student is placed in the State-required English for Speakers of Other Languages (ESOL) Program per the LPAC.

5. Within four weeks of initial enrollment in the District, a student needs to be identified as Limited English Proficient per the LPAC and placed in the appropriate State-required Program (PreK-12).

6. After the student is tested and classified as LEP, the parent is provided information regarding scores and their implications. The parent is given a program letter to either accept or deny B/ESL services and the campus is given immediate feedback via a form that indicates their LEP status.

NES – Non English Speaker
LES – Limited English Speaker
FES – Fluent English Speaker

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Pre-IPT : SPANISH
IDEA PROFICIENCY LEVEL SUMMARY

At LEVEL A, a child can do less than half the skills listed in LEVEL B.

At LEVEL B, a child can:

1. tell his/her name.
* 2. demonstrate knowledge of age and gender.
* 3. identify family members and clothing.
* 4. identify basic body parts and animals.
* 5. demonstrate number concepts.
6. answer simple "si/no" questions appropriately.
* 7. follow simple directions.

At LEVEL C, a child can:

1. identify basic colors and foods.
2. understand number concept of two.
* 3. demonstrate knowledge of basic prepositions.
4. understand and use common adjectives.
5. understand and name simple opposites.
* 6. understand functions conveying actions.
7. use negative statements.

At LEVEL D, a child can:

1. name common animals and clothing.
2. use plurals of nouns.
3. use possessive pronouns: mi, mia.
4. use present progressive verb tense.
5. understand and use superlatives.
6. understand number concepts of two and three.
7. identify and use adjective comparatives.

At LEVEL E, a child can:

1. identify body parts.
* 2. follow 3-stage commands.
3. predict the outcome of a simple story.
4. comprehend and remember major facts of a simple story.
5. answer "¿por que?" questions.
6. describe a personal experience in sentences.

*Skills are assessed in a receptive mode rather than an expressive one.

Note: Skills noted above are sampled in test levels. Level Summary is only an indicator of oral language skills child possesses.

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Pre-IPT: ENGLISH
IDEA PROFICIENCY LEVEL SUMMARY

At LEVEL A, a child can do less than half the skills listed in LEVEL B.

At LEVEL B, a child can:

1. tell his/her name.
* 2. demonstrate knowledge of age and gender.
* 3. identify family members, basic body parts, and pets.
* 4. identify common foods and household objects.
* 5. answer simple "yes/no" questions appropriately.
* 6. follow simple directions involving basic positions in space.

At LEVEL C, a child can:

1. identify basic colors and foods.
2. understand number concepts of one and two.
3. name basic body parts.
* 4. demonstrate knowledge of basic prepositions.
5. understand and use common adjectives.
* 6. identify adjective comparatives: small/smaller.
* 7. demonstrate knowledge of possessives.

At LEVEL D, a child can:

1. name common animals and clothing.
2. use plurals of nouns.
3. use possessive pronouns: mine.
4. use present progressive verb tense.
* 5. understand relationships involving location.
* 6. discriminate between two and three.
7. understand functions conveying actions.
8. repeat simple sentences.

At LEVEL E, a child can:

1. understand and name simple opposites.
* 2. follow 3-stage command.
3. predict the outcome of a simple story.
4. comprehend and remember major facts of a simple story.
5. answer "why" questions.
6. use possessives: his/her.
7. describe a personal experience in sentences.

*Skills are assessed in a receptive mode rather than an expressive one.

Note: Skills are only sampled by test items. Level Summary is merely an indicator of oral language skills the child possesses.

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IPT I ORAL GRADES K-6 ENGLISH

Score Levels → / Grade Levels:	NES/LES/FES DESIGNATIONS FOR FORMS C & D BASED ON IPT I SCORE LEVELS A	B	C	D	E	F
K Initial Identification	NES	LES	FES			
K Redesignation	NES		LES	FES		
1	NES		LES		FES	
2 - 6	NES			LES		FES

NES: Non-English Speaking LES: Limited English Speaking FES: Fluent English Speaking

IPT I ORAL GRADES K-6 SPANISH

Score Levels → / Grade Levels	NSS/LSS/FSS DESIGNATIONS BASED ON IPT I – SPANISH SCORE LEVELS A	B	C	D	E	F	M*
K Initial Identification	NSS	LSS	FSS				
K Redesignation	NSS		LSS	FSS			
1	NSS		LSS		FSS		
2 - 6	NSS			LSS		FSS	

NSS: Non-Spanish Speaking LSS: Limited Spanish Speaking FSS: Fluent Spanish Speaking

*Mastery of Test

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IPT I – SPANISH
IDEA PROFICIENCY TEST LEVEL SUMMARY

At LEVEL A, a student can do less than half the skills listed in LEVEL B.

At LEVEL B, a student can:

1. tell his/her name and age.
2. identify family and common school personnel, classroom objects, basic body parts, and common pets.
3. use present tense verbs "estar" and "ser."
4. use plurals.
5. use "el," "la," "un," and "una" correctly.
6. follow simple directions involving basic positions in space.

At LEVEL C, a student can:

1. identify common occupations, clothing, and farm animals.
2. use present tense verbs "tener," "ir," "poder," "querer," and "gustar."
3. express himself/herself using the present progressive tense (está trabajando) of common verbs.
4. ask present tense questions and use negatives appropriately.
5. follow the teacher's directions related to identifying positions on a page.
6. use idiomatic expressions describing feelings.
7. repeat simple sentences correctly.
8. comprehend and remember major facts of a simple story.

At LEVEL D, a student can:

1. identify common modes of transportation and household items.
2. name the days of the week.
3. describe common weather conditions using idiomatic expressions.
4. use direct and indirect pronouns.
5. use possessives correctly.
6. understand and express comparative concepts.
7. understand and name opposites of key words.
8. follow directions of teacher involving movement in space.
9. repeat complex sentences correctly.
10. understand and identify moods in a simple story.
11. express himself/herself using the present and future tense.

At LEVEL E, a student can:

1. identify marine animals and common tools.
2. use superlatives and "por/para" appropriately.
3. use past and imperfect tenses.
4. understand and name opposites of key words.
5. ask past tense questions.
6. discriminate differences in closely paired words.
7. describe and organize the main properties of common objects.

At LEVEL F, a student can:

1. identify the seasons, unusual occupations, and animals.
2. use present perfect tense of verbs.
3. discriminate fine differences in closely paired words.
4. express himself/herself using past tense appropriately.
5. comprehend and predict the outcome of a story.
6. recall and retell the main facts of a story.

Note: Skills are only sampled by test items. Level summary is merely an indicator of oral language skills student possesses.

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IPT I – ENGLISH, FORMS C AND D
IDEA PROFICIENCY TEST LEVEL SUMMARY

At LEVEL A, a student can do less than half the skills listed in LEVEL B.

At LEVEL B, a student can:

1. tell his/her name and age.
2. identify family and common school personnel, classroom objects, basic body parts, common pets and fruits.
3. use present tense verb "to be."
4. use regular plurals.
5. answer simple "yes/no" questions appropriately.
6. follow simple directions involving basic positions in space.

At LEVEL C, a student can:

1. identify common occupations, clothing, farm animals, and foods.
2. express himself/herself using the present progressive tense (s/he is working) of common verbs.
3. use negatives and subject pronouns correctly.
4. use mass nouns appropriately.
5. follow the teacher's directions related to identifying positions on a page.
6. repeat simple sentences correctly.
7. comprehend and remember major facts of a simple story.

At LEVEL D, a student can:

1. identify modes of transportation and household items.
2. name the days of the week.
3. describe common weather conditions.
4. use possessive pronouns correctly.
5. ask simple future tense questions.
6. understand and express comparative and quantitative concepts.
7. follow directions of teacher involving movement in space.
8. repeat complex sentences correctly.
9. understand and identify moods in a simple story.
10. express himself/herself using the present and future tenses.
11. express creative thoughts in complete sentences.

At LEVEL E, a student can:

1. identify content area vocabulary.
2. use superlatives and past tense correctly.
3. understand and name opposites of key words.
4. ask past tense questions.
5. discriminate differences in closely-paired words.
6. describe and organize the main properties of common objects.
7. identify main idea and descriptive details of a story or TV show.

At LEVEL F, a student can:

1. identify the seasons and unusual occupations.
2. use conditional tense of verbs.
3. discriminate fine differences in closely-paired words.
4. express himself/herself using past tense correctly.
5. comprehend and predict the outcome of a story.
6. recall and retell the main facts of a story.
7. explain positive and negative attributes of friendship.
8. share meaningful personal experiences.

Note: Skills noted above are sampled in test levels. Level Summary is only an indicator of oral language skills student possesses.

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GRAND PRAIRIE INDEPENDENT SCHOOL DISTRICT
SPECIAL LANGUAGE PROGRAM TRACKING FOR LIMITED ENGLISH PROFICIENT STUDENTS

_____
CAMPUS

THE LPAC HAS DESIGNATED THE FOLLOWING STUDENT'S LEVEL OF PROFICIENCY AND ACADEMIC ACHIEVEMENT.

NAME: _____ ____ STUDENT ID#_____ IPT OLPT____/____ DATE OF TEST___/___/___ LPAC ENTRY____/___/____
LAST FIRST MIDDLE GRADE ENG. SPAN. M D Y M D Y

Primary Language If Other Than Spanish_____ PERCENTILE TOTALS (ITBS): READING:_____ LANG. ARTS:_____

ACADEMIC ACHIEVEMENT LEVEL DATE:____/____/____ TAAS TLI: READING:_____ MATH:_____ WRITING:_____
M D Y

*LPAC____/____/____ Justification for EXIT:____ Test Score-Test Instrument Used & Score (Gr. 2-12):_____
EXIT M D Y ___Special Ed. ___Parental Denial____ Other (explain on back) (Circle: ITBS or TAAS)

*Scored at or above the 40%tile in BOTH Reading and English Language Arts Sections of Norm-Referenced Assessment Instrument (ITBS), OR Scored TLI of 70 or above in TAAS Reading.

Initial Instructional Program Placement: (check one)

_____ESL/_____BILINGUAL EDUCATION

_____OTHER/ADDITIONAL

Academic Monitoring For EXITED STUDENTS: 2 Years

TAAS MASTERY
YEAR 19__ YES____ NO____
YEAR 19__ YES____ NO____

STUDENT HAS PASSING GRADE IN ALL SUBJECTS AND COURSES TAKEN
YES____ NO____
YES____ NO____

Language Proficiency Level: (check one)
_____Beginner (ENG. IPT NES)
_____Intermediate (ENG. IPT LES)
_____Advanced (ENG. IPT FES)
(Below 40%tile in either READING or LANGUAGE ARTS on CTBS)
_____Transitional (Exited and MUST BE MONITORED For 2 YEARS)

If NO, RE-ENTRY or OTHER PROGRAM RECOMMENDATION:_____
_____
_____
_____

OLPT = Oral Language Proficiency Test
SAT = Standardized Achievement Test
IPT = IDEA Proficiency Test
TLI = Texas Learning Index (TAAS)

The LPAC members have reviewed the following information from the student's folder for the purpose checked above. If a student does not have the required data mentioned above, the LPAC will note the reason beside the student's name: OLPT scores; SAT percentiles (use the most recent current Reading/LA test); Mastery of Essential Elements, and Mastery of TAAS Reading.

NOTE: PLACE IN STUDENT PERMANENT RECORD/ORANGE FOLDER. Revised: 10/97

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GPISD Campuses & Bilingual/ ESL Programs Offered

ELEMENTARY SCHOOLS

CAMPUS	PROGRAMS
Austin	Bilingual Transitional
Bonham	ESL Self Contained Bilingual Transitional-Early Exit
Bowie	Bilingual Transitional
Bush	ESL Self Contained Bilingual Transitional-Early Exit
Crockett	ESL Self Contained Bilingual Maintenance Dual Language Newcomer (*4th–5th grade*)
Fannin	Bilingual Transitional
Garcia	ESL Self Contained Bilingual Transitional
Houston	Bilingual Transitional
Johnson	ESL Self Contained ESL Pull Out
Milam	Bilingual Transitional-Early Exit ESL Self Contained
Rayburn	Bilingual Transitional-Early Exit ESL Self Contained
Zavala, Dickinson, Florence Hill, & Garner (Cluster)	ESL Pull Out

INTERMEDIATE SCHOOL

CAMPUS	PROGRAM
Jefferson	*5TH Grade* ESL Bilingual Transitional *6TH Grade* ESL

MIDDLE SCHOOLS

CAMPUS	PROGRAMS
Adams	ESL
Jackson	ESL
Kennedy	ESL Newcomer
Lee	ESL
Truman	ESL

HIGH SCHOOLS

CAMPUS	PROGRAMS
Grand Prairie High School	Newcomer ESL
South Grand Prairie High School	ESL

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GPISD Bilingual/ESL

Bilingual Programs in the Grand Prairie Independent School District

Bilingual Transitional
In the Bilingual Transitional Program, students are given a solid foundation in Spanish Literacy in grades Pre-K - 2. Students receive English instruction during the ESL block. Also, teachers have a transitional ESL lesson after the students acquire a new concept to teach the corresponding English vocabulary. In third grade, students continue to receive instruction in their native language and English instruction during Guided Reading through the Scholastic Transition Program. By fourth grade, students should be receiving instruction primarily in English to accelerate language acquisition.

Bilingual Transitional-Early Exit
Students in an Early Exit Program begin the transition process much earlier in grades K - 1 and are nearly immersed by second grade. The students will either go into the ESL program or exit the Bilingual program and go into an all-English classroom. A student is able to exit the program with the required results of a standardized test or by a parent request.

Bilingual Maintenance
In the Bilingual Maintenance Program, students are given a solid foundation in Spanish Literacy in grades Pre-K - 3. Students receive English instruction during the ESL block. Also, teachers have a transitional ESL lesson after the students acquire a new concept to teach the corresponding English vocabulary. In third grade, students continue to receive instruction in their native language and prepare to take the TAAS in Spanish. The transition from Spanish into English occurs in the second semester of third grade and continues into fifth grade. By fifth grade, students will be receiving instruction primarily in English with some instruction in Spanish. The goal of this program is to maintain both the Spanish and English languages.

Dual Language
The Dual Language Program is for monolingual English students to learn Spanish and the monolingual Spanish students to learn English. The students are grouped together within the classroom to be able to assist and learn from each other. The bilingual teacher and the ESL teacher team-teach. The students receive Language Arts instruction in their native language. These students and their parents make a commitment to stay in the program through fifth grade. The goal for this program is for all the students to be bilingual and biliterate.

Newcomer
The Newcomer Program is only for students in grades 4 – 12 who have been in the country for a year or less and have scored NES (Non-English Speaker) on the IPT (Oral Language Proficiency Test). These programs are provided beyond the state mandated Bilingual and ESL Programs. The purpose of the program is to provide the additional support for the student who is acquiring social, language, and academic skills. These students are quickly immersed into Sheltered English. They develop Basic Interpersonal Communication Skills (BICS) and continue acquiring Cognitive Academic Language Proficiency (CALP).

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ESL Programs in the Grand Prairie Independent School District

ESL Self Contained
In ESL (English as a Second Language) Self Contained classrooms, the non-English speaking students are immersed into English. Students are introduced to new concepts through simple and comprehensible input, peer interaction, and a supportive environment that allows them to internalize the second language while mastering all content areas. The students receive ESL instruction throughout the school day.

ESL Pull Out
In ESL (English as a Second Language) Pull Out classes, the non-English speaking students are usually enrolled in all English classes and receive structured English as an intense language instruction during a specified segment of the day. Usually, the students are enrolled in all English classes and receive ESL instruction during a part or period of the day.

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Grand Prairie Independent School District
Transitional Bilingual Classrooms for Grades PreK-5

I. Description:

In Transitional Bilingual classrooms, Spanish speaking students are provided with experiences in their native language as well as in English. The students' native language serves as the foundation for English language acquisition, since cognitive skills transfer from one language to another. In grades PreK-2, students are taught all subject areas in Spanish. Teacher interventions regarding to language arts can be made if necessary before the students are transitioned into English. In addition the students are taught to speak English through various language experiences such as story telling, singing, drama and shared writing. Third, fourth and fifth grade students, who are fluent Spanish readers and writers, begin to be transitioned into English according to their level of fluency. If a non-English speaking third through Fifth grade student is not a fluent Spanish reader and writer, he/she should be placed in an intensive Spanish reading intervention program. Once the student is fluent in Spanish, the transitioning process may begin.

II. Goals:

- Ensure that every student can read
- Diagnose reading problems in the students' native language, to avoid complications once the students are transitioned
- Increase the level of native language proficiency and cognitive skills so that the students transition at a higher level
- Increase academic performance on all standardized tests

III. Key Features:

- Increases dominance in the native language through the use of a balanced literacy program, and integration of listening/speaking/reading/writing in all content areas
- Ensures English language acquisition through a content based ESL component in a non-threatening environment
- Provides instruction predominantly in Spanish in grades PreK-2
  - ✓ Primary language is used for introduction and mastery of new concepts
  - ✓ Second language is used to reinforce learned concepts and second language acquisition
- Provides instruction predominantly in English in grades 3-5
  - ✓ ESL strategies are used for introduction and mastery of new concepts
  - ✓ Primary language is used for support only
- Addresses the needs of all students through the use of the TEKS based GPISD Curriculum Guides
  - ✓ Language Arts Curriculum Guide – all-level English, plus a Spanish counterpart for grades PreK-2
  - ✓ Mathematics Curriculum Guide – All grade levels
- Integrates students with English monolingual students in subjects such as music, and PE
- Monitors students' progress in grades PreK-2 through the use of the GPISD Primary Literacy Inventory Spanish Supplement
- Employs bilingual teachers
- Employs bilingual paraprofessionals in most cases
- Provides staff development opportunities for all teachers and paraprofessionals
- Establishes procedures for determining identification, placement, progress and exit
- Maintains vertical alignment
- Students are identified as non-English or limited English proficient on the district data base
- Involves teachers in the purchase of bilingual/ESL materials
- Strives continuously to improve based on the latest research

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CPISD Transitional Bilingual Classrooms - Sample Schedules for PreK

(For Self-contained Spanish Speaking Groups)

Time	Block
8:10 – 8:30	**Calendar Activities & Daily News in Spanish** *Lunch Counts, attendance and rest room breaks should take place at this time.*
8:30 – 8:50	**Shared Reading and Writing in Spanish**
8:50 – 9:35	**Guided Writing and Centers** *Include Language Arts, Science/Social Studies and Math related centers in Spanish and English. During this time teachers will also pullout groups for Guided Writing in Spanish.*
9:35 – 9:55	**Music and Structured Rhythm Activities** *Sing English and Spanish songs. Activities should focus on rhythm, counting, and patterning through the instruction of steps, finger plays and/or dramatizations.*
9:55 – 10:05	**Story Time and/or Focus Poem** *Read in English one week and Spanish another. Use narrative as well as expositive type texts*
10:05 – 10:50	**Mathematics in Spanish** *Students should be allowed to explore Math Concepts through direct instruction and independent practice. During this time the teacher may pull-out groups for direct instruction. Students should explore Math concepts through hands-on activities using manipulatives. Integrate Reading, Writing, Science, Social Studies, and the Arts into all activities.*
10:50 – 11:05	**Student Sharing Time or Authors Chair in Spanish**
11:05 – 11:10	**Dismissal Time**

- Code-switching within a lesson should be avoided
- Make students aware of Spanish and English cognate words such as, metamorfosis/ metamorphosis, caracteristicas/ characteristics, and suma/sum during all subjects. For example you may read the passage; identify the cognates; define the cognates and discuss their use in both languages; complete a semantic web for the most difficult cognates.
- Computer lab and Library can be used as part of your ESL block if they are conducted in English only
- Ask the Children what they learned at the end of each period
- Fridays' Center Time may be used for whole group reading responses (Making murals, class books, plays, etc.).
- Running Records should be updated every six weeks during Center Time.

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CPISD Transitional Bilingual Classroom - Sample Schedule for Kinder

(For Self-contained Spanish Speaking Groups)

Time	Subject
8:00 – 8:30	**Calendar Activities & Daily News** *In Spanish on MWF and in English on TT. Lunch Counts, attendance and rest room breaks should take place at this time as well.*
8:30 – 8:50	**Shared Reading in Spanish**
8:50 – 9:20	**Centers and Guided Reading** (first ½) *Include Language Arts, Science/Social Studies and Math related centers in Spanish and English. During this time teachers will also pullout groups for Guided Reading in Spanish.*
9:20 – 9:40	**Student Sharing Time in Spanish**
9:40 – 9:55	**Story Time and/or Focus Poem in Spanish** *Use narrative as well as expositive type texts for Story Time.*
9:55 – 10:25	**Centers and Guided Reading** (second ½)
10:25 – 10:40	**Shared Writing in Spanish** *Teacher conducts a mini writing lesson in a whole group setting. Fridays, or as needed, individual students may read their original creations to the class by sitting in the Authors Chair.*
10:40 – 11:00	**Guided/Independent Writing in Spanish** *The teacher works with individuals in small groups.*
11:00 – 11:35	**Lunch** *Includes 5 minutes for restroom break.*
11:35 – 12:30	**Physical Education or Music** *Includes 5 minutes for restroom break.*
12:30 – 1:00	**Math Whole Group Instruction in Spanish** *Science and Social Studies Math applications should be discussed.*
1:00 – 1:30	**Math Small Group Instruction and Independent Work**
1:30 – 1:45	**Recess and Restroom Break**
1:45 – 2:30	**ESL** *The teacher should speak only English during this period, and the topic of conversation should reflect the days theme. Vocabulary development may be accomplished through stories, songs, shared writing, T.P.R., cooking, and teacher-directed art activities.*
2:30 – 3:00	**Science and/or Social Studies in Spanish** *Appropriate topics may be combined, or the teacher may alternate - Teach Science one week and Social Studies the next week. Reading, Writing and Math should be an intricate part of the lesson.*
3:00 – 3:10	**Dismissal Procedures**

- Code-switching within a lesson should be avoided
- Make students aware of Spanish and English cognate words such as, metamorfosis/ metamorphosis, caracteristicas/ characteristics, and suma sum during all subjects. For example you may read the passage; identify the cognates; define the cognates and discuss their use in both languages; complete a semantic web for the most difficult cognates.
- Computer lab and Library can be used as part of your ESL block if they are conducted in English only
- Ask the Children what they learned at the end of each period
- Fridays' Center Time may be used for whole group reading responses (Making murals, class books, plays, etc.).
- Running Records should be updated every six weeks during Center Time.

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GPISD Bilingual Transitional - Sample Schedule for Grades 1 - 2

(For Self-contained Spanish Speaking Groups)

Time	Subject
8:00 – 8:30	**Journals, Oral Language Development and Independent Reading occurring simultaneously predominantly in Spanish** *The teacher should converse with the students about their journal entries and books read. Lunch Counts, attendance and rest room breaks should take place at this time as well. Students may work in English if they choose to do so.*
8:30 – 8:45	**Focus Poem in Spanish**
8:45 – 9:00	**Word Wall** *On MWF work in Spanish and on TT work in English.*
9:00 – 9:30	**Shared Reading in Spanish**
9:30 – 10:30	**Centers** *Include Language Arts, Science/Social Studies and Math related centers in both English and Spanish. During this time teachers will also pull-out groups for Guided Reading. Groups may be in Spanish or English, depending on the groups' stage of language development.*
10:30 – 11:00	**Shared/Guided Writing in Spanish** *Differences in concepts of print between English and Spanish should be pointed out for the benefit of the students that are in transition. Students choosing to write in English should be encouraged to do so during guided writing.*
11:00 – 11:50	**Physical Education or Music**
11:50 – 12:20	**Lunch**
12:20 – 12:30	**Story Time** *Use narrative or expositive type texts. On MWF read in Spanish and on TT read in English. Students may take rest room breaks at this time.*
12:30 – 1:30	**Math in Spanish** *Provisions should be made for students that are in transition by pulling them out after the lesson.*
1:30 – 1:40	**Recess**
1:40 – 2:25	**Science and/or Social Studies in Spanish** *Appropriate topics may be combined, or the teacher may alternate - Teach Science one week and Social Studies the next week. Reading, Writing and Math should be an intricate part of the lesson.*
2:25 – 3:10	**ESL** *The teacher should speak only English during this period, and the topic of conversation should reflect the days' theme. Vocabulary development may be accomplished through stories, songs, shared writing, T.P.R., cooking, and teacher-directed art activities.*

- Code switching within a lesson should be avoided as much as possible.
- Make students aware of Spanish and English cognate words such as, metamórfosis/ metamorphosis, caracteristicas/ characteristics, and suma/sum during all subjects. For example you may read the passage; identify the cognates; define the cognates and discuss their use in both languages; complete a semantic web for the most difficult cognates.
- Computer lab and Library can be used as part of your ESL block if they are conducted in English only
- Ask the Children what they learned at the end of each period.
- Remember that the concept does not have to be taught again during ESL, only the vocabulary.
- Fridays' Word Wall time may be used for Spelling tests, and the Center time may be used for whole group reading responses (Making murals, class books, plays, etc.).
- Running Records should be updated every sixth week during Center time.

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CPISD Transitional Bilingual Classroom - Sample Schedule for Grades 3 - 5

(For Self-contained Spanish Speaking Groups Preferably)

Time	Subject
8:00 - 8:30	**Journals, Oral Language Development and Independent Reading occurring simultaneously** *Using the individual student's language of choice, the teacher should converse with the students about their journal entries and books read. Lunch Counts, attendance and rest room breaks should take place at this time as well.*
8:30 - 8:45	**Focus Poem in Spanish**
8:45 - 9:00	**Word Wall in English**
9:00 -9:30	**Shared Reading in English**
9:30-10:30	**Centers** *Include Language Arts, Science/Social Studies and Math related centers. During this time teachers will also pullout groups for Guided Reading. Centers and guided reading should be conducted primarily in English.*
10:30 -11:00	**Shared/Guided Writing in English** *Differences in concepts of print between English and Spanish should be pointed out. Students choosing to write in Spanish should be encouraged to write in English every other week.*
11:00-11:50	**Physical Education or Music**
11:50 - 12:20	**Lunch**
12:20 - 12:30	**Story Time** *Use narrative or expositive type texts. On MWF read in Spanish and on TT read in English. Students may take restroom breaks at this time.*
12:30 - 1:30	**Math in English** *Provisions should be made for students that are in transition by pulling them out after the whole group lesson and re-teaching in Spanish. However, once the concept is learned the students should be taught the English vocabulary.*
1:30 – 1:40	**Recess**
1:40- 2:25	**Science and/or Social Studies in English** *Appropriate topics may be combined, or the teacher may alternate - Teach Science one week and Social Studies the next week. Reading, Writing and Math should be an intricate part of the lesson.*
2:25 - 3:10	**ESL** *The teacher should speak only English during this period, and the topic of conversation should reflect the days' theme. Vocabulary development may be accomplished through stories, songs, shared writing, T.P.R., cooking, and teacher-directed art activities.*

- Code-switching within a lesson should be avoided as much as possible
- Make students aware of Spanish and English cognate words such as, metamórfosis/ metamorphosis, caracteristicas/ characteristics, and suma/sum during all subjects. For example you may read the passage; identify the cognates; define the cognates and discuss their use in both languages; complete a semantic web for the most difficult cognates.
- Computer lab and Library can be used as part of your ESL block if they are conducted in English only
- Ask the Children what they learned at the end of each period
- Fridays' Word Wall time may be used for Spelling tests, and the Center time may be used for whole group reading responses (Making murals, class books, plays, etc.).
- Running Records should be updated every sixth week during Center time.

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Grand Prairie Independent School District
English as a Second Language Classrooms for Grades PreK-5

I. Description:

In English as a Second Language (ESL), self-contained classrooms, non-English speaking students are immersed into English. Students are introduced to new concepts through simple and understandable English that allows them to internalize this second language while mastering all content areas. This is an option for non-English speaking students who speak languages for which there is no staff available, or for non-English speaking students whose parents choose not to have them in a bilingual classroom. An ESL teacher educates students while being sensitive to their language and cultural needs.

II. Goals:

- Develop a non-threatening, culturally sensitive learning environment
- Acquire cognitive and academic proficiency in English
- Ensure that every student can speak, read and write in English
- Increase academic performance on all standardized tests

III. Key Features:

- Ensures English language acquisition through content based ESL instruction
- Increases proficiency through the use of a balanced literacy program
- Integrates listening/speaking/reading/writing in all content areas
- Addresses the needs of all students through the use of TEKS based GPISD Curriculum Guides
  - ✓ Language Arts Curriculum Guide
  - ✓ Mathematics Curriculum Guide
- Integrates students with English monolingual students in music, PE, and all subjects in some cases
- Monitors students' progress in grades PreK-2 through the use of the GPISD Primary Literacy Inventory
- Ensures that second language learners work at their level of proficiency in English
- Employs ESL teachers
- Employs bilingual paraprofessionals if possible
- Provides staff development opportunities for all teachers and paraprofessionals
- Establishes procedures for determining identification, placement, progress and exit
- Maintains vertical alignment
- Students are identified as non-English or limited English proficient on the district data base
- Involves teachers in the purchase of ESL materials
- Strives continuously to improve based on the latest research

English as a Second Language Classrooms with Bilingual Support for Grades PreK-5

In English as Second Language Classrooms with Bilingual Support, non-English speaking students are also immersed into English. The goals and key features of the program are identical to those outlined in the regular ESL classroom. However, a Bilingual teacher is placed in the classroom that can switch languages if necessary to help non-English speaking students understand problematic subject matter.

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CPISD ESL Classrooms - Sample Schedules for PreK

Time	Block
8:10 – 8:30	**Calendar Activities & Daily News** *Lunch Counts, attendance and rest room breaks should take place at this time.*
8:30 – 8:50	**Shared Reading and Writing**
8:50 – 9:35	**Guided Writing and Centers** *Include Language Arts, Science/Social Studies and Math related centers in English. During this time teachers will also pullout groups for Guided Writing.*
9:35 – 9:55	**Music and Structured Rhythm Activities** *Sing English and student's native language songs if possible. Activities should focus on rhythm, counting, and patterning through the instruction of steps, finger plays and/or dramatizations.*
9:55 – 10:05	**Story Time and/or Focus Poem** *Use narrative as well as expositive type texts.*
10:05 – 10:50	**Mathematics** *Students should be allowed to explore Math Concepts through direct instruction and independent practice. During this time the teacher may pull-out groups for direct instruction. Students should explore Math concepts through hands-on activities using manipulatives. Integrate Reading, Writing, Science, Social Studies, and the Arts into all activities.*
10:50 – 11:05	**Student Sharing Time or Authors Chair**
11:05 – 11:10	**Dismissal Time**

- English should be the primary language of instruction. Code switching within a lesson should be avoided.
- Spanish speaking students should be made aware of Spanish and English cognate words such as, metamórfosis/ metamorphosis, caracteristicas/ characteristics, and suma/sum during all subjects. For example you may read the passage; identify the cognates; define the cognates and discuss their use; complete a semantic web for the most difficult cognates.
- Computer lab and Library can be used as part of your ESL block if they are conducted in English only
- Ask the Children what they learned at the end of each period.
- Remember that concepts the students bring with them do not have to be taught again, only the vocabulary.
- Fridays' Word Wall time may be used for Spelling tests, and the Center time may be used for whole group reading responses (Making murals, class books, plays, etc.).
- Running Records should be updated every sixth week during Center time in grades 1 & 2.

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GPISD ESL Classroom - Sample Schedule for Kinder

Time	Subject
8:00 – 8:30	**Calendar Activities & Daily News** *Lunch Counts, attendance and rest room breaks should take place at this time as well*
8:30 – 8:50	**Shared Reading**
8:50 – 9:20	**Centers and Guided Reading** (first ½) *Include Language Arts, Science/Social Studies and Math related centers. During this time teachers will also pullout groups for Guided Reading. Groups may vary depending on the groups stage of language development*
9:20 – 9:40	**Student Sharing Time**
9:40 – 9:55	**Story Time and/or Focus Poem** *Use narrative as well as expositive type texts for Story Time*
9:55 – 10:25	**Centers and Guided Reading** (second ½)
10:25 – 10:40	**Shared Writing** *Teacher conducts a mini writing lesson in a whole group setting. Fridays, or as needed, individual students may read their original creations to the class by sitting in the Authors Chair*
10:40 – 11:00	**Guided/Independent Writing** *The teacher works with individuals in small groups*
11:00 – 11:35	**Lunch** *Includes 5 minutes for restroom break*
11:35 – 12:30	**Physical Education or Music** *Includes 5 minutes for restroom break*
12:30 – 1:00	**Math Whole Group Instruction** *Science and Social Studies Math applications should be discussed.*
1:00 – 1:30	**Math Small Group Instruction and Independent Work**
1:30 – 1:45	**Recess and Restroom Break**
1:45 – 2:30	**ESL** *The teacher should speak only English during this period, and the topic of conversation should reflect the days' theme. Vocabulary development may be accomplished through stories, songs, shared writing, T.P.R., cooking, and teacher-directed art activities*
2:30 – 3:00	**Science and/or Social Studies** *Appropriate topics may be combined, or the teacher may alternate - Teach Science one week and Social Studies the next week. Reading, Writing and Math should be an intricate part of the lesson*
3:00 – 3:10	**Dismissal Procedures**

- English should be the primary language of instruction. Code switching within a lesson should be avoided.
- Spanish speaking students should be made aware of Spanish and English cognate words such as, metamórfosis/ metamorphosis, características/ characteristics, and suma/sum during all subjects. For example you may read the passage; identify the cognates; define the cognates and discuss their use; complete a semantic web for the most difficult cognates.
- Computer lab and Library can be used as part of your ESL block if they are conducted in English only
- Ask the Children what they learned at the end of each period
- Fridays' Center Time may be used for whole group reading responses (Making murals, class books, plays, etc.).
- Running Records should be updated every six weeks during Center Time.

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GPISD ESL Classroom - Sample Schedule for Grades 1 - 5

Time	Subject
8:00 – 8:30	**Journals, Oral Language Development and Independent Reading occurring simultaneously** *The teacher should converse with the students about their journal entries and books read. Lunch Counts, attendance and rest room breaks should take place at this time as well.*
8:30 – 8:45	**Focus Poem**
8:45 – 9:00	**Word Wall**
9:00 – 9:30	**Shared Reading**
9:30 – 10:30	**Centers** *Include Language Arts, Science/Social Studies and Math related centers. During this time the teacher will also pull-out groups for Guided Reading. Groups may vary depending on the groups' stage of language development.*
10:30 – 11:00	**Shared/Guided Writing** *Differences in concepts of print between English and the students' native languages could be pointed out for students in transition.*
11:00 – 11:50	**Physical Education or Music**
11:50 – 12:20	**Lunch**
12:20 – 12:30	**Story Time** *Use narrative or expositive type texts. Students may take rest room breaks at this time.*
12:30 – 1:30	**Math**
1:30 – 1:40	**Recess**
1:40 – 2:25	**Science and/or Social Studies** *Appropriate topics may be combined, or the teacher may alternate - Teach Science one week and Social Studies the next week. Reading, Writing and Math should be an intricate part of the lesson.*
2:25 – 3:10	**ESL** *Vocabulary development may be accomplished through stories, songs, shared writing, T.P.R., cooking, and teacher-directed art activities.*

- English should be the primary language of instruction. Code switching within a lesson should be avoided.
- Spanish speaking students should be made aware of Spanish and English cognate words such as, metamórfosis/ metamorphosis, caracteristicas/ characteristics, and suma/sum during all subjects. For example you may read the passage; identify the cognates; define the cognates and discuss their use; complete a semantic web for the most difficult cognates.
- Computer lab and Library can be used as part of your ESL block if they are conducted in English only
- Ask the Children what they learned at the end of each period.
- Remember that concepts the students bring with them do not have to be taught again, only the vocabulary.
- Fridays' Word Wall time may be used for Spelling tests, and the Center time may be used for whole group reading responses (Making murals, class books, plays, etc.).
- Running Records should be updated every sixth week during Center time in grades 1 & 2.

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Grand Prairie Independent School District
English as a Second Language Resource Program for Grades K-12

I. Description:

The English as a Second Language (ESL) resource program consists of itinerant and home-based teachers who address the needs of non-English speaking students who are in regular classrooms. These ESL teachers pullout non-English speaking students or go into the classroom to work with them. Through the use of the latest ESL methodologies, these teachers enrich the students' English language skills, tutor them in all content areas, and serve as a mentor. These ESL teachers also serve as a consultant to the regular classroom teacher by modeling lessons and helping modify regular materials for the use of ESL students. This program is an option for schools that have 75 or less non-English speaking students.

II. Goals:

- Help non-English speaking students in regular classrooms
- Acquire cognitive and academic proficiency in English
- Ensure that every student can speak, read and write in English
- Increase academic performance on all standardized tests

III. Key Features:

- Increases English language acquisition and proficiency through a research based ESL component in a non-threatening environment
- Integrates listening/speaking/reading/writing
- Addresses the needs of all students through the use of the TEKS based GPISD Curriculum Guides
  - ✓ Language Arts Curriculum Guide
  - ✓ Mathematics Curriculum Guide
- Integrates students with English monolingual students in all subjects
- Provides non-English speaking students in regular classrooms with the extra help they need to succeed
- Ensures that second language learners work at their level of proficiency in English
- Requires planning between the ESL teacher and the regular classroom teacher
- Allows for individual, small or whole group instruction by the ESL teacher
- Allows for multiage groupings
- Employs ESL teachers
- Employs bilingual paraprofessionals if possible
- Provides staff development opportunities for all teachers and paraprofessionals
- Establishes procedures for determining identification, placement, progress and exit
- Maintains vertical alignment
- Students are identified as non-English or limited English proficient on the district data base
- Involves teachers in the purchase of ESL materials
- Strives continuously to improve based on the latest research

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LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE RESPONSIBILITIES/COMPOSITION

RESPONSIBILITIES

Classify students as Bilingual or ESL within four (4) weeks of enrollment based on the Home Language Survey and IPT Test (Oral Idea Proficiency Test).

Review and Assess the oral language proficiency scores and level of each Limited English Proficient (LEP) student based on the results of the IPT Test.

Recommend the appropriate instructional placement for all identified B/ESL students, including those identified for special education.

Facilitate the participation of B/ESL students in other special programs for which they are eligible.

Reclassify B/ESL students, including denials, as English proficient when they meet exit criteria.

Conference with parents who deny B/ESL placement and service and document as needed.

Monitor the academic progress of each student who has exited from the B/ESL Program within the past two years to determine whether the student is academically successful. Those students who are not academically successful are to be reclassified and recommended for B/ESL participation or other programs which may address their needs.

Maintain updated and accurate and timely B/ESL rosters with the assistance of the Community Enrichment Center (CEC).

Document all committee meetings, actions and recommendations on a 15th of the month report (copies of which go to the Bilingual Office, the CEC and the PEIMS Office).

Ensure representation on the ARD Committee for each B/ESL student who qualifies for services in the special education program.

Notify parents via an appropriate program letter when students are moved from a Bilingual to ESL setting or vice-versa.

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Page 2 Language Proficiency Assessment Committee

COMPOSITION

The LPAC Committee needs to be selected at each campus as early in the fall as possible in order to have an active group ready to make decisions regarding students who qualify for B/ESL services. An LPAC Committee should consist of the following:

- Campus Administrator
- B/ESL Certified Teacher
- Professional Transitional/Educator (Counselor)
- Parent of LEP Student

If possible, it is recommended that two (2) parents be selected to serve on the committee. If one is unable to attend a meeting, the other parent is on call.

Please note that a parent serving on the LPAC Committee cannot be an employee of the GPISD.

LPAC CRITERIA TO DETERMINE EXEMPTIONS ENGLISH and SPANISH TAAS

Dr. Maria Siedner from the Texas Education Agency (TEA) recently stated the following regarding TAAS exemptions. For example, she stated that the LPAC has three (3) options in determining exemptions. They are:

- English TAAS
- Spanish TAAS when the emphasis is more in that language
- Exempt (Can take Alternative Assessment)

The option selected cannot exceed three (3) consecutive years.

Dr. Seidner shared that if a student has been in the Bilingual program since kindergarten, he/she should be encouraged to take the TAAS in English or Spanish depending on the instructional emphasis and language instruction of the school. If he/she enters at the 3rd grade level, he/she should be able to take the English TAAS in the 5th.

LPAC CRITERIA TO CONSIDER ENGLISH EXEMPTIONS

- Literacy in English or Spanish;
- Oral language proficiency in English and/or Spanish;
- Academic program participation, language instruction and planned language of assessment;
- Number of years continuously enrolled in school;
- Previous testing history; and
- Level of academic achievement

CRITERIA REGARDING SPANISH TAAS OR EXEMPTIONS

- If recent immigrant and in 5th or 6th- grade, give Spanish TAAS
- Bilingual/ESL students also receiving Special Education services should be reviewed collaboratively by the ARD and LPAC Committees
- The ultimate goal is for Limited English Proficient (LEP) students to take the TAAS test in English

It is important to note that the Spanish TAAS in grades 3 and 4 will be counted in the overall campus ratings this year. In other words, the scores will be merged with the English TAAS scores to determine if a campus is

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Page 2 TAAS Exemptions

"Recognized" or "Exemplary". During the coming years, other grade levels will be included.

Please Note:

Additional testing information with guidelines are available through the district Testing Coordinator or the Bilingual Program Director.

Evaluation
3:45-4:00

Brief discussion of information contained in the guidebook will be held. Teachers will be asked to send their comments throughout the year to the author. These comments about the guidebook and suggestions made will be used to revise and update the working draft.

Please complete the evaluation forms that are being passed to you.

You may leave them on the registration table as you leave.

Thank you for the day!

(Overhead #22)

Evaluation Form
Staff Development

Mission Possible:
Transitional Bilingual Education

Feedback is the only way to assess the quality of a staff development. Please complete the evaluation form in order to best determine the needs of the staff.

Please use the following scale to rate this staff development:

1-strongly disagree
2-disagree
3-no opinion
4-agree
5 -strongly agree

1. The material presented during this staff development is relevant to my classroom.	1	2	3	4	5
2. The presenter was knowledgeable of the subject matter.	1	2	3	4	5
3. I plan on implementing these ideas in my classroom.	1	2	3	4	5
4. Our district/campus needs more staff developments like this one.	1	2	3	4	5
5. I would recommend this staff development to colleagues.	1	2	3	4	5

Suggestions to improve this staff development (use back, if needed):_____

_____

_____

Specific things I liked about this staff development (use back, if needed):_____

_____

_____